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ABSTRACT

In an effort to share some of the visual aspects of
the Career Development Project for Tribal Girls as it was done in
Wisconsin, a slide-tape presentation was produced. This paper
presents a brief description of the 75 slides and the narration for
each slide. (NQ)

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A Slide - Tape Presentation Choices & Careers; Free to Choose

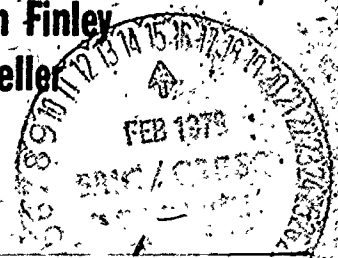
A Career Development Project for Tribal Girls

21 Oct 1977

Produced by Cathaleen Finley
Narrated by Leslie Teller



COOPERATIVE EXTENSION PROGRAMS
UNIVERSITY OF WISCONSIN-EXTENSION



Choices & Careers; Free to Choose Career Development Project for Tribal Girls

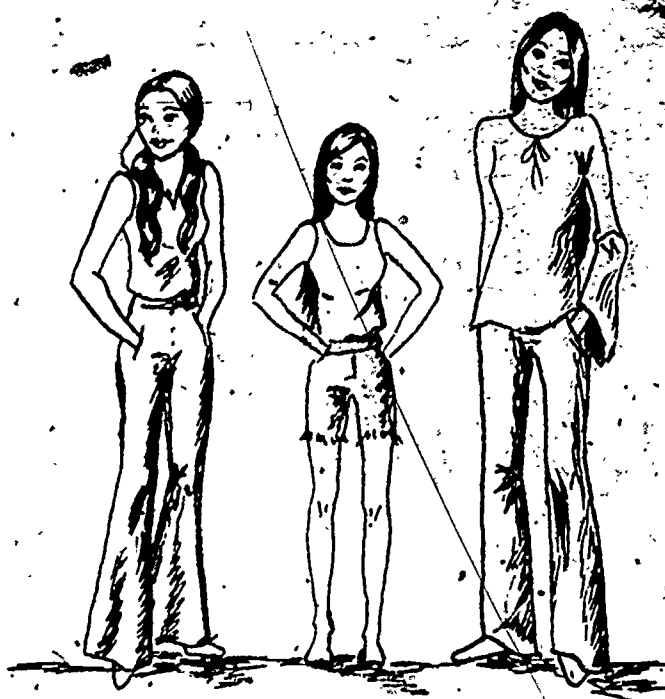
Produced by:

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Project Director
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Narrated by:

Leslie Teller, Menominee
Group Leader
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In an effort to share some of the visual aspects of the Career Development project for Tribal Girls as it was done in Wisconsin, the following slide-tape presentation was produced.



Slide Description

1. Title slide

2. Three girls dancing in a circle

3. Ten girls with caption

4. Girl watching T.V.

5. Young woman speaking to a group

6. Girl daydreaming on sofa

7. Woman in traditional dress

8. Women building a home

9. Chart showing time for raising children

Narration

Choices & Careers, Free to Choose: A Career Development Program for Tribal Girls was developed by University of Wisconsin-Extension in cooperation with Wisconsin Tribal Women.

The program was developed because young tribal women have some special concerns.

Nine out of ten girls growing up today can expect to work for pay, and at least 60 per cent will work for pay for 30 or more years.

Society doesn't always tell a young woman that she is going to be a part of the labor force.

Or that she is a unique individual with special talents and abilities that are hers and hers alone. She isn't always encouraged to make full use of her potential.

Rather, young women tend to drift along; they tend to let things happen to them, and generally they lack planfulness.

Young tribal women may not have had ample opportunity to develop pride in their heritage and culture, particularly as it relates to the role of women.

They may not realize that in the past tribal women served vital roles as they gathered and stored food, built lodging, made medicines, or cared for the sick. Today many women work to pay for such services.

They may not realize that they have a great number of years to contribute to society in ways other than being a mother.

10. Women doing laundry

And that technology affects the amount of time one has for different purposes.

11. Girl leaving home

Girls may not always achieve academically in a manner suitable to their ability.

12. Two girls by car

Often at a time when girls should be developing their abilities, their thoughts turn to marriage and motherhood.

13. Twenty-eight per cent of Wisconsin Indian babies are born to teenage mothers.

And many teenage girls become teenage mothers.

14. Family with caption

All these factors contribute to the fact that 32 per cent of Wisconsin Indian mothers with children under the age of six work for pay.

15. Man and woman with caption

And that in this country women earn 57 percent of what men earn.

16. Artist

So that tribal girls would have the opportunity to realize their talents, achieve their potential, broaden their horizons, and set their sights high, the Career Development Program--Choices and Careers; Free to Choose--was developed.

17. Women at round table

In 1973, UW-Extension in cooperation with tribal women from throughout Wisconsin did a project: Tribal Women; Yesterday, Today, and Tomorrow. The project involved taping tribal elders on the traditional roles of tribal women.

18. Women at long table

The tapes were then used at conferences for over 300 tribal women. At the conclusion of the conferences, planning groups were identified.

19. Woman with three girls

One of the first concerns identified by the planning groups was the need for a Career Development Project for tribal girls.

20. Girls registering

As a pilot attempt, a Career Development conference for 150 junior high Chippewa girls was held in 1974.

21. Three women

The conference was so well received, that UW-Extension and a planning committee of tribal women developed a proposal which was funded by Extension Service-USDA. Many of these women then served on the project advisory council.

22. Set of booklets

The first step in the program was to develop curriculum for the project. The advisory committee identified the subjects which were to be developed into units, and reviewed all materials before they were printed.

23. Woman speaking

Tribal women such as Clara DeCoteau, a Chippewa woman, born in the early 1900's, wrote one of the units, "Growing Up To Be a Woman," which deals with the first eighteen years of her life.

24. Woman speaking

Dori Wolf, a Chippewa woman and high school teacher, wrote the unit "Raising Your Daughter," a unit for adults.

25. Girl in a chair reading

Vicki Wayman, a Lac du Flambeau Chippewa woman, did much of the art work for the project.

26. Group of girls doing evaluation

After units were evaluated by program participants by means of rating learning experiences and pre and post tests

27. Two women looking at materials

. . . and by community people who worked with the program, they were redesigned and improved according to the evaluation data.

28. Community scene

Once curriculum was developed, it was time to start the program in the communities.

29. Group of women

In order to start the project in communities, meetings were held with tribal groups such as local education committees, tribal councils, or tribal staffs.

30. Head Start Center at Mole Lake

Tribes provided resources such as space for the girls to meet

31. School bus

... and sometimes helped with transportation.

32. Two women and child

Tribal people also served as resource people by helping to teach at some sessions.

33. Community Building

The program was done either in a community center after school or in the evening . . .

34. Public school

... or as part of a school program.

35. Young woman sitting on table

Staff was then hired with project funds to conduct the program in the community. The staff members were called group leaders. Group leaders were paid on an hourly basis and were reimbursed for travel expenses.

36. Young woman holding papers

To be a group leader, one needed to believe in the program and the girls, be persistent, and stick to a schedule.

37. Young woman with small children

Group leaders needed to like girls.

38. Young woman studying

And they needed to be willing to spend time studying and preparing.

39. Group of women studying

Group leaders from several tribes received two to four days of training at a central location. The training focused upon the subject matter content of the program, working with young girls, the program operation, and job responsibilities.

40. Group of group leaders

At the training session, group leaders got a chance to study and become familiar with the materials.

41. Woman with books

They also had a chance to do practice teaching. Group leaders frequently said that this was the most helpful part of the training.

42. Two women standing at table

UW-Extension faculty and Indian women from local communities provided the training. Training was then followed up with bi-weekly staff meetings which group leaders said they found very helpful.

43. Potowatomi Community Building

To get the program started in the community, group leaders identified girls, visited parents, and made arrangements for meeting space and transportation.

44. Group leader with group of girls

Group leaders were expected to work with three groups of eight to fourteen girls, their parents, and others in the community. The program was usually conducted after school in community buildings, although some communities did the program in the school system.

45. Group of girls

For the girls, the program meant selecting the units they wanted to study. It takes from about one to ten hours to cover a unit, depending upon the interest of the girls.

46. Young girl studying

In the program, girls had a chance to

47. Girl thinking

... think,

48. Two young girls

... discuss ideas with others,

49. Puppets

... do a puppet show,

50. Girls doing skit

... do skits and pantomimes,

51. Girls showing poster

... do art projects,

52. Two girls in costume

... to learn about the past and one's culture and heritage,

53. Group of girls

... to visit with resource people,

54. Group of girls laughing

... and to have fun.

55. Girl studying

Groups of girls met for at least 24 hours of sessions focusing upon the curriculum of the project. Programs ranged from two to five months.

56. Neopit mill

A special part of the program was a field trip which focused upon the world of work. This was offered to every girl who participated in the program.

57. Registering at conference

A highlight of the program were the career conferences. The conferences were held for girls from several com-

58. Woman at podium

59. Group at long table

60. Young girls looking at exhibit

61. Woman speaking

62. Child development exhibit

63. Man with display of welding tools

64. Two young women

65. Girls showing art work

66. Two girls talking

67. Girls doing illustrated talk

68. Girl with poster

69. Girl with poster on education

70. Girl with poster on men's jobs

munities. Often one conference was held for younger girls and another for older girls.

The conferences featured tribal women such as Fannie LeMay as keynote speakers.

Girls had the opportunity to participate in various discussion groups.

Representatives of colleges and universities had displays and visited with girls.

Girls had a chance to learn about employment opportunities in different areas of work from employment specialists.

They had a chance to learn about careers in the field of child development.

And such nontraditional careers as being a welder.

Visiting with college students gave the girls some insight into college life.

At each conference girls presented part of the program by giving talks, traditional dress reviews, skits, or showing art work.

Career conferences meant girls could meet other girls from several communities. The sharing between tribes helped to reinforce the ideas presented in the program.

Putting on a program for parents and others in the community was also a highlight for tribal girls.

A group of older girls at the Mole Lake Chippewa Reservation summed up the ideas of the project by posters which they made.

One poster focused upon the importance of education.

A second poster dealt with women as workers, with special emphasis on non-traditional jobs.

71. Girl with poster on helping

And the girls did not forget the characteristics of which women can be so proud, such as giving a helping hand.

72. Bill board at Mole Lake

The project was welcomed in Wisconsin. Why don't you try it in your own community?

73. Title slide

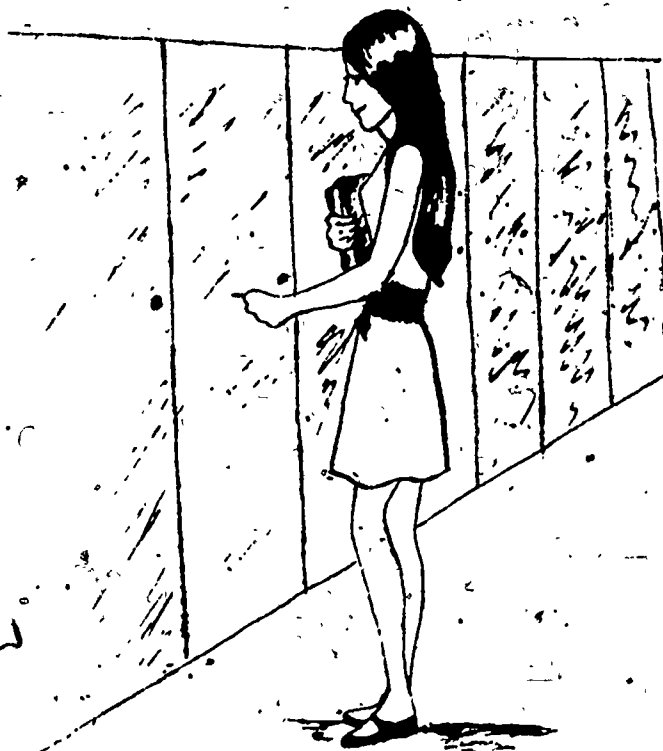
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74. Young woman

Narrated by Leslie Teller, a Menominee woman and group leader.

75. Woman with group of girls

Produced by Cathaleen Finley, UW-Extension Project Director.



The slide-tape presentation is available on loan from the director of the Career Development Project for Tribal Girls, Division of Community Programs, Cooperative Extension Programs, University of Wisconsin-Extension, 432 North Lake Street, Madison, Wisconsin 53706. The telephone number is (608) 263-2771.

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